

ANNOTATED BIBLIOGRAPHY

Name of Student

Institution affiliation

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The major developmental theories for children and adolescents

Csikszentmihalyi, M., & Schneider, B. (2017). *Conditions for Optimal Development in Adolescence: An Experiential Approach: A Special Issue of Applied Developmental Science*. Psychology Press.

The article reviews the development system model in human development in particular among adolescents and children. The article also bases the development system of children and adolescents around the contemporary developmental theory which helps them scale through different phases of life. The article also analyses the enormous complexity and magnitude around the developmental changes that occur during childhood and adolescence. The article provides a solid argument in understanding childhood and adolescent developmental process through the use of the contemporary developmental theory. In addition to this, the article appears to be well researched with well-articulated arguments.

Belsky, J. (2019). Early-life adversity accelerates child and adolescent development. *Current Directions in Psychological Science*, 28(3), 241-246.

The article is based on the theory that contextual adversity plays a huge role in the developmental acceleration in children and adolescents. In the article, the authors point out at some of these developmental experiences in children and adolescents such as; the brain connectivity, endocrinology and puberty which he argues are influenced by contextual adversity. Belsky, (2019) drawn on his research from close study of research findings of children and adolescent's developmental theories. However, Belsky, (2019) appears to heavily rely on his

own work and draws very little from other analyses. This makes the article's argument to appear less solid in providing a concise analysis of development in children and adolescents.

Physical development from childhood through adolescence

Wilkinson, S. J. (2017). *Understanding adolescent physical activity: a mixed-method analysis of activity profiles through primary school physical education* (Doctoral dissertation, Manchester Metropolitan University).

The article evaluates the physical changes that occur from childhood through adolescence. The article also highlights some of the natural changes that occur among children as they grow to the puberty stage in adolescent. The author also borrows theories from Jean Piaget and Erik Erikson and other theorists as he tries to understand the development stages of children and adolescent stage. The author uses longitudinal data to back-up his argument making the article more solid. The article is also well researched with arguments that well-articulated and backed up by findings by theorists.

Kemp, B. J., Cliff, D. P., Chong, K. H., & Parrish, A. M. (2019). Longitudinal changes in domains of physical activity during childhood and adolescence: A systematic review. *Journal of science and medicine in sport*, 22(6), 695-701.

The article reflects the three key changes occurring from childhood through adolescence; early childhood, middle childhood, and adolescence. The author also highlights on the society's ideas on childhood shift and the physical development that take place in the childhood and adolescent stage. The author also reflects some key way where physical development in childhood through adolescence occur which include sensory and intellectual development. The

article effectively frames the research question making a connection with the theorists finding regarding the physical process undergone from childhood to adolescent.

Cognitive development from childhood through adolescence

Murty, V. P., Calabro, F., & Luna, B. (2016). The role of experience in adolescent cognitive development: Integration of executive, memory, and mesolimbic systems. *Neuroscience & Biobehavioral Reviews*, 70, 46-58.

The article portrays how cognitive development from childhood through adolescence reflects on unique neurocognitive development. The author reviews the evidence of functional, structural and cognitive development from childhood to adulthood stage. The author also compares the neurodevelopment aspect of from childhood through adolescence and its impact on the social, emotional and intellectual functioning of children as they mature to the adolescent stage. The article clearly illustrates the development of cognitive capabilities in children from the early childhood stage to the adolescent stage. However, the article falls short in exploring the implications of the cognitive process in the childhood and adolescent stage.

Richmond, R. C., Skugarevsky, O., Yang, S., Kramer, M. S., Wade, K. H., Patel, R., ... & Oken, E. (2014). The association of early childhood cognitive development and behavioural difficulties with pre-adolescent problematic eating attitudes. *PloS one*, 9(8).

The article assesses the child cognitive ability and that of an adult in an effort to compare the cognitive development in these two development stages. The article also assesses the intelligence quotient (IQ) gap between children in the early childhood stage to those in the adolescent stage. The author also reflects on the qualitative and quantitative changes among children in their early childhood stage to those in the adolescent stage. In this case, the author clearly illustrates the cognitive development process among children from the early childhood

stage to the adolescent stage. The arguments in the article are well presented and backed up with solid sources.

References

Belsky, J. (2019). Early-life adversity accelerates child and adolescent development. *Current Directions in Psychological Science*, 28(3), 241-246.

Csikszentmihalyi, M., & Schneider, B. (2017). *Conditions for Optimal Development in Adolescence: An Experiential Approach: A Special Issue of Applied Developmental Science*. Psychology Press.

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